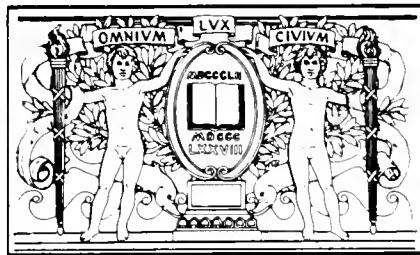


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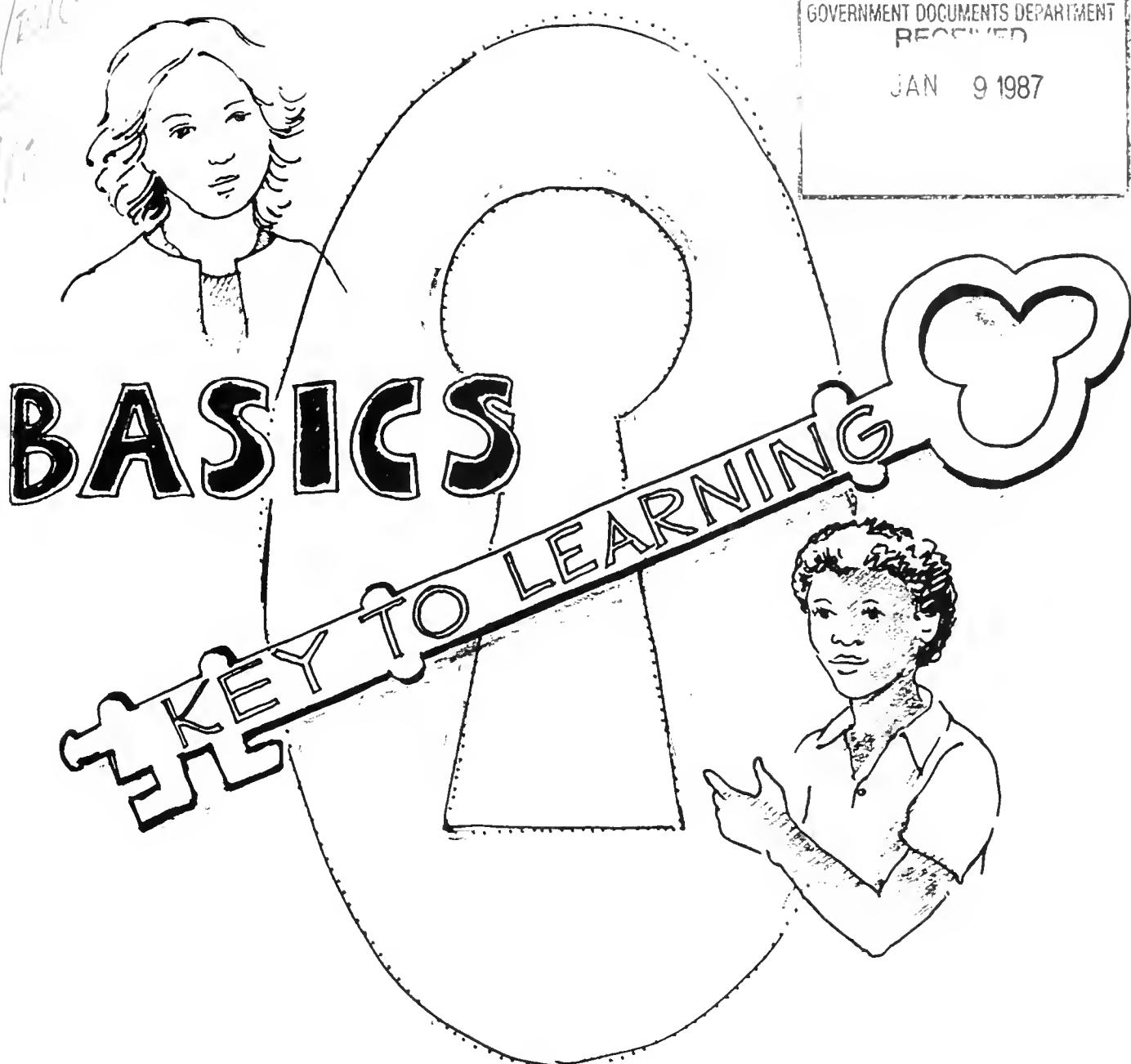




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# NATHAN HALE HANDBOOK



The following is an addenda to A Parent's Guide to Magnet Schools. The Federal Court order for Phase III established the Nathan Hale School as a District IX magnet school.

Nathan Hale School  
51 Cedar Street  
Roxbury, Massachusetts 02119

Elementary  
Telephone: 427-1930  
Marilyn Kiely, Principal

Enrollment 1976-77: Total - 191 White - 10 Black - 160 Minority - 21  
Average Class Size: 15

Projected Openings for 1977-78: The capacity of the school is 260. Next year there will be openings at all grade levels especially for white students.

#### Description of School

The Nathan Hale school is a small sturdy building constructed in 1909. It is located in an older residential section of Roxbury called Fort Hill. The high ceiled classrooms have tall windows and brightly painted walls. The children's desks are modern and can be moved for grouping.

#### School Facilities

Library  
Reading Lab

Resource room  
Teacher's Resource room

#### Magnet Theme

The magnet theme is academics-plus. The aim of the school is to emphasize the basic subjects of elementary education, such as reading, math, spelling, grammar, and handwriting. Learning objectives and achievement levels are clearly stated for each grade and the children, within their capabilities, are expected to accomplish these goals before moving to the next grade. The result is expected to be sound skills for all and an enhanced feeling of self esteem.

#### Educational Program

The Nathan Hale has a graded structure with teacher-directed instruction. The curriculum will be planned for a five year co-ordinated program. The Economy Reading Program will be used in conjunction with the Merrill Linguistics Program; and the D.C. Heath Math Series will be used through all five grades. Thus there will be continuity in acquiring the basic skills from year to year.

Nathan Hale

Homework starts in the first grade. The principal believes that assignments help to carry over learning into the home, and give the child a sense of responsibility about working on his/her own. Testing will be frequent. There will be tests constructed by the teacher, others prepared by the textbook publishers, and, the city-wide tests. The administrator feels that testing and some controlled competition prepares a child to cope with her/his environment.

#### Additional Programs

Several extra programs are available for the children. Everyone has art and music. The fourth and fifth grades also have home economics. Field trips are scheduled at various times for all grades. The principal believes that the children should explore the benefits the city has to offer, such as, the Arboretum and the Children's Museum. Her hope is that they will continue to enjoy these places on later occasions with their families.

A program with the Ponkapoag Outdoor Center has been very successful this year and will continue next year. The children study environmental science and share the pleasant experience of enjoying and appreciating each other in a different setting. At the school the teachers have the additional resource of a science consultant.

#### Specially Funded Programs

636 funding has provided the Hale School with a Physical Education instructor, a reading clinician, and tutors from North-Eastern University. They also have a cultural pairing with the Boston Ballet, and a music enrichment series with Young Audiences.

Title I reading is available as well as the facilities of an excellent reading laboratory for all types of reading improvement.

#### Special Needs -- 766

There is a resource room teacher and a learning disabilities teacher who works with students three days a week. A CET chairperson is shared with another school. Core evaluations have been readily carried out and there is no backlog.

#### Parent Involvement

Parents were invited to participate in planning curriculum. There is an RPC and a Home and School Association. The principal feels that transportation to RPC meetings should be provided for parents, and also that mutually convenient locations for meetings can be worked out.

The principal is trying to develop a teaching schedule that would allow one day a week for the variety of extra programs in addition to allowing time for teacher planning and parent conferences. In addition there would be scheduled parent conferences after two of the four report cards are issued.

Parents are welcome to volunteer for work in the Library or in the school-yard at lunch time.

#### Editorial Comments

*This school offers a legitimate alternative to the variety of other magnet programs. It is a traditional curriculum and a structured classroom situation. The atmosphere at the school is friendly, quiet, and orderly. The children greet teachers and visitors in the hall and respond to questions eagerly. Parents should consider calling Mrs. Kiely or visiting the school to learn more about the program and its usefulness for their child.*

The Nathan Hale School  
(City-wide District 9)

In September, 1977 the Nathan Hale School, the newest city-wide elementary magnet school, will introduce its new Academics Plus Program. The new curriculum, sequential from kindergarten through fifth grade, is traditional in nature. Hale School teachers are committed to the concept of self-contained classrooms in which they are responsible for pupil mastery of skills in each subject area. Greater emphasis will be placed on the fundamentals of reading, writing, spelling, and arithmetic. Also stressed will be discipline and respect for self and others. The curriculum will follow a definite progression, building on skills and abilities acquired at each level.

Basic texts in the fundamental areas are an integral part of the curriculum. This ensures sequential development of skills and continuity of program from grade to grade. While in this alternative program, the child will develop the skills, attitude and confidence necessary for a problem-solving approach to life in a rapidly changing world.

Specifically, the Academics Plus Program will offer students the following academic and enrichment programs:

ACADEMICS

Structured sequential mastery program in reading, math, handwriting, spelling, English

Teacher-directed, text oriented

Specified promotion standards

Required homework, K-5

Stress on good work habits to develop clear logical thinking

Emphasis on self discipline, respect for self and others in orderly, graded atmosphere

Reading assistance, remedial reading



Environmental science at Ponkapoag Environmental Center, Blue Hills

Music -- art specialists

Foreign language enrichment

RESOURCES

Library

Reading Skills Material Center

Reading Laboratory

LOCATION

51 Cedar Street

Roxbury, MA 02119

427-1930



*April, 1977*

*To families, teachers, and friends,*

*We hope that this handbook will be useful in knowing and caring about our school, its facilities, and its programs.*

*The Nathan Hale staff having worked together for many years in the former Dudley-Dillaway District forms a stable core of teachers. One of our primary concerns has been to develop a school which works closely with the parents of our students.*

*The years a child spends in the elementary grades are the most important in the development of a strong foundation in the basic areas of education, and good work habits and study skills.*

*In addition to a description of our school, its facilities, and its programs, we have included a pre-kindergarten checklist for parents and some activities to help parents teach these skills at home.*

*The Nathan Hale Staff*



O U R   N E I G H B O R H O O D



Roxbury, settled in 1630 by Europeans, was the sixth town incorporated in Massachusetts. The Native-Americans used the Roxbury area as a summer camp prior to the European settlement.

Residential and commercial buildings were first erected on what is now Roxbury Street. Settlement expanded towards Dorchester and Columbus Avenue and Roxbury Crossing. The center of life for these early immigrants, the meeting house, was built in 1632. From this meeting house John Eliot preached and taught the Indians. On these grounds Revolutionary troops were trained. The meeting house/church was also used as a signal station during the war.

The church structure which can be seen today in John Eliot Square was built in 1804. It was at this time that the square developed into a commercial center serving the Highlands which had become a residential area.

The uniqueness of the Highlands, isolation from Boston with small community attributes, ended with the building boom of the late 1800's.

O U R        S C H O O L

O U R        P R O G R A M

The Nathan Hale School is located at 51 Cedar Street. Built in 1909, the school is named after a hero of the American Revolution. Caught and charged with espionage Nathan Hale was hanged by the British. History credits him with saying that he only regretted that he had but one life to lose for his country.

Today the Hale School houses kindergarten through grade 5 and serves children from all areas of Boston. The Hale is in the process of developing an alternative curriculum, that of Academic Plus.

The Nathan Hale Academics Plus Program will be traditional in nature. Teachers are committed to the concept of self-contained classrooms in which they are responsible for pupil mastery of skills in each subject area. Greater emphasis will be placed on the fundamentals of reading, writing, spelling and arithmetic. Also stressed will be discipline and respect for self and others. The curriculum will follow a definite progression, building on skills and abilities acquired at each level.

Basic texts in the fundamental areas are an integral part of the curriculum. This ensures sequential development of skills and continuity of program from grade to grade. While in this alternative program the child will develop the skills, attitude and confidence necessary for a problem-solving approach to life in a rapidly changing world.

Parents choosing to send their child to the Nathan Hale Academic Plus Program are expected to support the goals, philosophy and rules inherent in the program. Children should be encouraged to behave at all times and practice good manners, both at home and at school.

Parents will be expected to cooperate by sending their children to school, neat, clean and well rested.

Parents will encourage children to take responsibility for their own work and agree to see that homework is completed.

NEW REGISTRATION FOR SCHOOL -

New entrants into school must provide the office with a health certificate and two proofs of residence such as utility bills. The child must accompany the adult at the time of registration.

Kindergarten registration takes place twice a year, one day in the spring and again the first three days of the regular school year in September. In order to enter K1, the child must be 4 before September 1. In order to enter K2, the child must be 5 before September 1.

SCHOOL SESSIONS -

Kindergarten - morning	8:30 - 11:05
Kindergarten - afternoon	11:45 - 2:20
Grades 1 through 5	8:30 - 2:20
Breakfast	8:15 - 8:30
Recess	10:30 - 10:50
Lunch 1	11:30 - 12:10
Lunch 2	12:15 - 12:55

NO SCHOOL ANNOUNCEMENTS -

In case of inclement weather the major television and radio stations will broadcast "No School Announcements" from 6:00 a.m.

S A F E T Y      &      H E A L T H      S E R V I C E S

Safety

A police crossing guard is stationed in front of the school to assist children in crossing Cedar Street from 8:00 a.m. to 8:30 a.m., from 11:00 a.m. to 11:10 a.m., and from 2:15 p.m. to 2:25 p.m.

Parents are requested to instruct their children to cross where the guard is on duty.

A transitional aide is on duty in the school at all times. It is the responsibility of the aide to monitor persons entering and leaving the building, and to secure the building.

Health

A medical record is kept for your child from Kindergarten through High School. Periodic physical examinations are given by the school doctor, or they may be done by your own physician.

Medical Staff - The school physician serves the school in an advisory capacity on general problems of health. He visits the school regularly to consult with the nurse, the principal, and the teachers on health matters.

The school nurse serves as a liaison between the school and the parent. During her scheduled visits, she examines children at the request of the teacher, and will make recommendations to parents when she deems necessary. The nurse also administers the vision and hearing tests, and records the annual height and weight measurements, as well as immunizations.

Breakfast Program

The Nathan Hale School offers a breakfast program to all students. Certain students may qualify for reduced price or free breakfast.

Lunch Program

Students may bring their own lunch from home or may purchase a hot lunch at school. Certain students may qualify for reduced price or free lunches. For specific information concerning either the breakfast or lunch program contact the principal's office (427-1930).

Insurance

A plan of liability insurance is available for a nominal fee.

*S C H O O L A D M I N I S T R A T I O N T R A I N I N G O F N E W D E A C H U M A N I T I E S*

*S P E C I A L I S T S*

*Superintendent*                           *Ms. Marion J. Fahey*

*District 7 Associate  
Superintendent*                           *Mr. John McGourty*

*Principal* *Mrs. Marilyn R. Kiely*

*School Secretary*      *Mrs. Mary Chaisson*

*School Nurse*      *Mrs. Roma Vangel*

*School Doctor*                                   *Dr. Kelley*

*Attendance Officer*      *Mr. James McSherry*

*CET Chairperson 766*      *Mrs. Ann Harriett Kasarjian*

S C H O O L      T E A C H I N G      S T A F F      A N D

A I D E S

<i>Kindergarten I</i>	<i>Mrs. Barbara Walker</i> <i>Mrs. Elizabeth Cooper, Aide</i>
<i>Kindergarten II</i>	<i>Mrs. Lynda Altman</i> <i>Mrs. Doris Brown, Aide</i>
<i>P.M. Only</i>	<i>Ms. Martha Leddy</i>
<i>Grade I</i>	<i>Mrs. Ann P. Gumbs</i>
<i>Grade II</i>	<i>Mrs. Caroline Chin</i>
<i>Grade III</i>	<i>Ms. Abigail Schirmer</i>
<i>Grade IV</i>	<i>Mr. J. Dominic Karow</i>
<i>Grade V</i>	<i>Mr. James Sullivan</i>
<i>Resource Room</i>	<i>Ms. Anne Kinniery</i>
<i>Title I Reading</i>	<i>Mr. Walter Hardiman</i> <i>Mrs. Althea Kirnon, Aide</i>
<i>Remedial Reading</i>	<i>Ms. Emma Taylor</i>
<i>Reading Skills Material Center</i>	<i>Mrs. Katherine Knight</i>
<i>Art</i>	<i>Ms. Elizabeth Silvagni</i>
<i>Music</i>	<i>Mrs. Martha Watson</i>
<i>Science Advisor</i>	<i>Mr. Robert Mazzarella</i>
<i>Home Economics</i>	<i>Ms. Maria Evona</i>
<i>Math Aide</i>	<i>Mrs. Beulah Texiera</i>
<i>Library Volunteer</i>	<i>Mrs. Mary Woll</i>
<i>Transitional Aide</i>	<i>Mr. Kenneth Nurse</i>
<u><i>Lunch Attendants</i></u>	<u><i>Bus Monitors</i></u>
<i>Cafeteria Manager</i>	<i>Mrs. Ellen Watson</i>
<i>Mrs. Mary Barrows</i>	
<i>Lunch Monitors</i>	<i>Mrs. Mary Rankin</i>
<i>Mrs. Goldie Singletary</i>	
<i>Mrs. Arrie-Lee Rainey</i>	
<i>Mrs. Bernice Holmes</i>	

P A R E N T - F A C U L T Y      C O M M U N I C A T I O N

Telephone Courtesy

The Nathan Hale number is 427 - 1930. This is in steady use and those telephoning the school are asked to be brief. The school secretary will deliver personal messages to students in cases of extreme emergency. Parents are urged to communicate with school personnel by note or in person whenever possible.

Principal Conferences

Principal Marilyn R. Kiely's policy is to welcome and encourage parents to meet with her. It is best to phone the school office in advance to make an appointment.

Teacher Conferences

Teachers are always willing to discuss a child's progress with his/her parents. If you wish a conference or would like a teacher to phone you, please send a written request with your child.

Teachers are available for conferences from 8:15 a.m. - 8:30 a.m. and 2:20 p.m. - 2:35 p.m. daily.

Classroom Visiting

Parents are encouraged to visit the classrooms, but before going to the room, check in with the school secretary. If you have a special reason for visiting, such as a subject you wish to participate in, it would be well to arrange beforehand with the teacher.

Absence/Tardiness

Growth and progress in school is dependent upon regular attendance. Children who are not in school cannot be taught by even the most effective teachers. Although some absences are unavoidable students are expected to make up work missed. The child, upon returning to school, should bring a note explaining the absence.

In cases of tardiness, the child should bring a note explaining the cause of tardiness.

### Dismissal From School

Pupils may be dismissed from school early only when picked up by a parent or authorized parent representative.

### Report Cards

Report cards will be issued four times a year with scheduled parent conferences being held on the first and third reporting periods. The conferences are held to increase the communication between the home and the school. Parents/guardians are requested to sign and return the report cards to the school.

### Home And School

Parents are encouraged to become actively involved in the Home and School Association. The purpose of the Home and School Association is to promote cooperation between teachers and parents in order to secure the best physical, mental and moral development of the children. Parents are the first teachers of children. They above all know their children best. By working together and combining knowledge and experience we can help each child be the best person he/she can be.

### Citywide Coordinating Council ( CCC )

This is a court appointed 15 member citywide organization formed to advise Judge Garrity on issues related to school desegregation. It is composed of civic leaders of various racial and ethnic groups.

### Citywide Parents' Advisory Council ( CPAC )

The Citywide Advisory Council is the only city wide organization composed entirely of parents. The primary objective of the CPAC is the promotion of racial harmony and the resolution of racial problems within the schools. CPAC publishes a newspaper monthly called Parents United.

### Community District Advisory Council ( CDAC )

Community District Advisory Councils are composed of parents and community representatives in each of the nine school districts. They are responsible for the implementation of the court order on a district level such as district safety and transportation, status of repairs

Community District Advisory Council

and construction of school facilities, status of educational programs on a district level.

Racial Ethnic Parent Council (REPC)

The Racial Ethnic Parent Councils (formally called Racial Parent Councils) were created in 1974 by the Courts. The Council is responsible for creating a means of communication among parents, teachers, students, administration and community, particularly but not solely around racial situations. The Council tries to promote an environment of understanding and common purpose among the various groups so that the best available education may be offered to all children.

City-Wide Educational Coalition (CWEC)

The City-wide Educational Coalition is a non-profit organization concerned with the upgrading of the Boston Public Schools. Their publication is called Common Concern.

F E D E R A L & S T A T E P R O G R A M S

In recent years the federal and state governments have passed legislation which affect our children. Here are a few such programs:

Title I

Federal money given to schools which have a significant number of low income families to enrich educational programs. Once a school is designated a Title I School children with the greatest educational needs are serviced.

Chapter 622

State law which makes it clear that all programs in public schools must be open to members of both sexes and minority groups.

Chapter 636

State funds available to achieve racial balance and to enrich the educational programs in desegregated schools.

Chapter 766

State law assuring that every child in Massachusetts age 3 to 21, has a right to education. Programs are designed to meet the needs of each individual child.

E N R I C H M E N T      O F      S C H O O L      L I F E

Field Trips

In the past classes have participated in city sponsored field trips - Drumlin Farm, The New England Aquarium, The Museum of Science, Symphony Hall, Museum of Fine Arts. Students have also participated in various 636 Funded Programs developed by the Boston Ballet Co., M.D.C. Ponkapoag Outdoor Center, and other cultural collaboratives. 636 Programs were developed by parents and teachers working cooperatively towards the enrichment of school life.



School Library

The school library is located on the second floor adjacent to the office. The library is staffed by a volunteer, Mrs. Woll, who assists the children in selecting and borrowing books. She also conducts a story hour during the class' weekly visit to the library.

Children who borrow books from the library are expected to take good care of them.

Mutilated or lost books must be paid for.

## R E A D I N G      P R O G R A M S

Three supplementary reading programs are available to the children of the Hale School depending on individual needs, testing results, and recommendations of the teachers.

The Title I Reading Lab is a federally funded program offering individualized instruction to deficient learners. Instruction is presented to students through a variety of audio-visual materials. A self-stop cassette player allows each student to control his own pace of learning. After the student records his response, he presses a button on the cassette to hear the next audio presentation.

The Remedial Reading Program is designed to aid children in attaining their present grade level in reading. The program is offered daily for about 45 minutes depending on the needs of the child. Selection of students for the program is based on the individual's reading achievement and on recommendations and evaluation of the child's teacher. Special reading books and aides are used to assist in gaining basic reading skills.

The Resource Room is one of the services required by Chapter 766 of the Acts of 1972 of the Commonwealth of Massachusetts. This law states that the needs of all the children in the state must be met by the Department of Education. Every effort is made to maintain the child in the regular school program. This includes remedial reading and Title I reading.

Children who need outside the regular program may come to the Resource Room for additional academic assistance. The children come from one to three hours a day, depending upon the degree of need.



April, 1977

The Kindergarten Checklist and Activities have been included as a guide. The skills listed by no means represent all the work covered in the Kindergarten Program. Nor is it expected of parents to cover or succeed in all these activities.

Children learn in different ways, and are, as we know, all individuals developing at varying rates. Therefore, these activities are meant to be fun while developing and reinforcing skills at the same time. If your child has trouble with any of the activities listed, do not be alarmed. The Kindergarten Program is designed to remedy these deficiencies.

Good luck, have fun, see you in September.

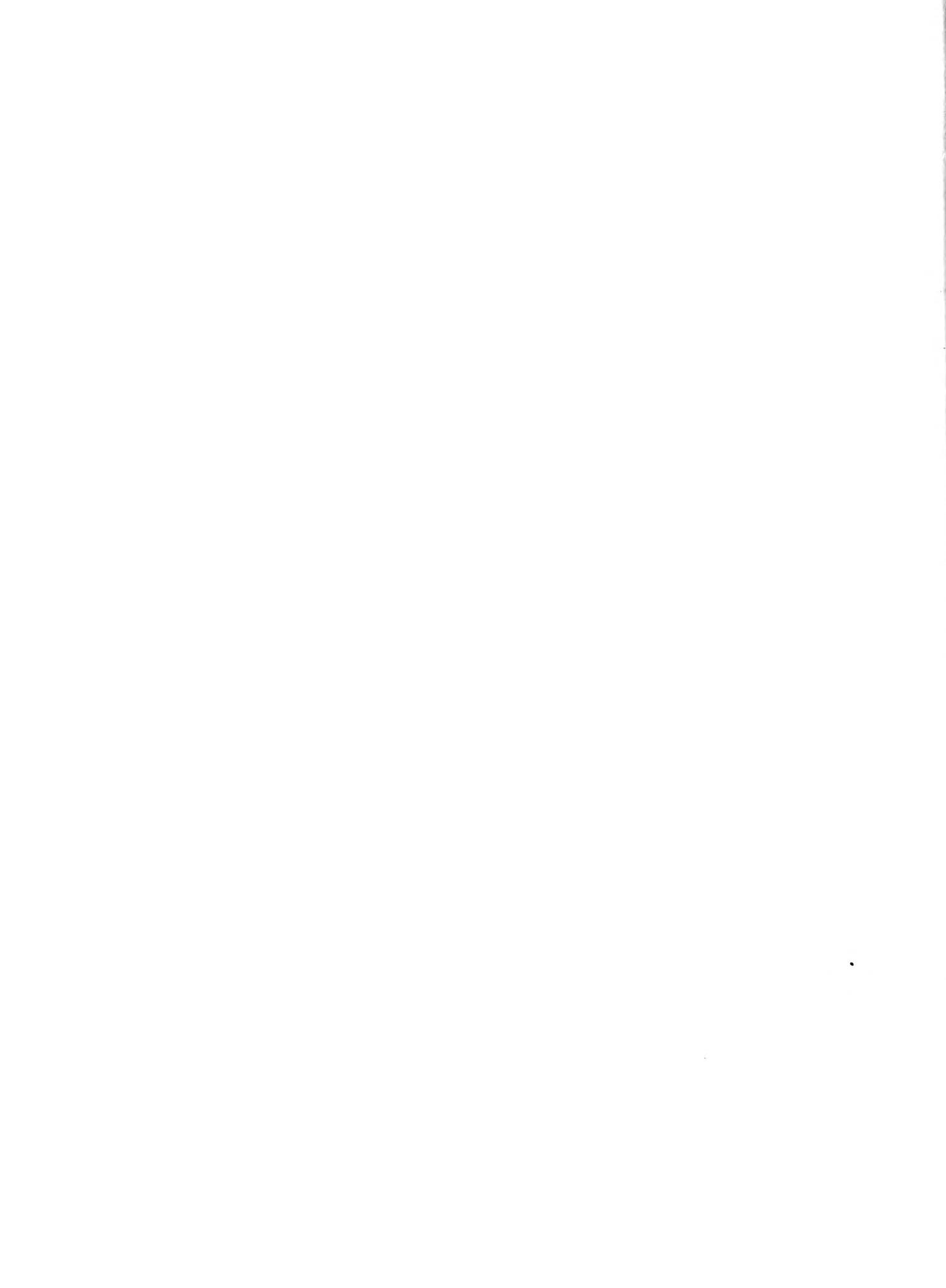




KINDERGARTEN CHECKLIST

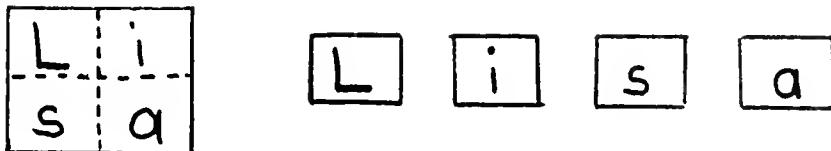
KNOWS  
NEEDS  
SOME HELP

1. Can tell first and last name.
2. Knows address.
3. Knows phone number.
4. Can identify primary colors - red, blue, green, yellow, orange, purple, brown, black.
5. Can identify basic geometric shapes - circle, square, triangle, rectangle.
6. Can draw basic geometric shapes.
7. Identifies upper case letters (capitals) of alphabet. A. B. C. D. E., etc.
8. Identifies lower case letters of alphabet.  
a, b, c, d, e
9. Copies letters of alphabet.
10. Matches upper and lower case letters.
11. Can discriminate between comparative sizes, shapes and objects.
12. Enjoys listening to stories and looking at books.
13. Can count at least from 1 - 10.
14. Identifies numerals from 1 - 10.
15. Can tell time by the hour on the clock.
16. Can identify coins - penny, nickel, dime, quarter.
17. Has experience using materials such as crayons, scissors and paste.
18. Shows respect for own property and property of others.
19. Speaks in sentences.
20. Can follow simple directions.



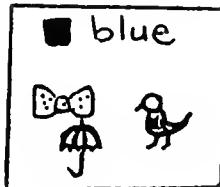
## ACTIVITIES

1. a) Print child's name using Capitals for first letter only, and place in a conspicuous place where child can see it often - on bed, door, wall, etc.
- b) Write child's name clearly at top of long sheet of paper for copying several times under yours. Say name before you begin and clearly name each letter as you write it.
- c) Label things belonging to child with his name.
- d) Make a name puzzle. Fold paper into squares. Separate squares. Have child put squares together to form his name.



- 2, 3. Practice by quizzing child on address and phone number. Write them down for him - TALK about the numbers and letters in his address and phone number. Stress importance of knowing these things if child should get lost.

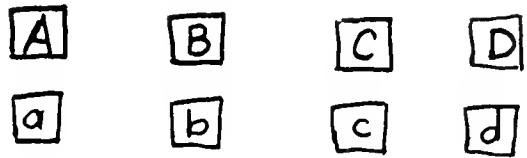
4. Make a color book using old magazines for example, put a square at top of page and label color. Child finds pictures of only this color and pastes them on "blue" page. Do same for all other primary colors, blue, red, yellow, green, brown, purple, black, orange. When pages are completed the book may be stapled together or fastened with yarn or string.



- 5, 6. a) Identify things in home, stores, in books, etc. of basic geometric shapes such as circle - tires, clocks, cookie, steering wheel, rings, caps on jars, donuts, etc.
- b) Draw shapes for child and let him copy them.
- c) Let child trace shapes you have made or from things around house, plate, book, record.
- d) Make a shape book.



7,8. a) Make cards of upper and lower case letters. Play  
 9,10. game having child identifying letters and matching  
 partner letters. Start with a few letters at a  
 time and increase the number as child learns them.



b) Have child identify letters on everyday objects.  
 c) Have child copy short words - names, places, favorite things, colors, etc.

11. Have child identify objects using words such as same, different, big, small, tall, short, fat, thin. Make a size order game.



12. Read stories to child often. Stress listening. Have child tell story back to you. Ask child questions about the story. Have child tell you a story about a picture in a magazine. If possible take child to a library and let him have his own card.

13. Have child count out things in everyday situations such as napkins, utensils, socks, shoes, windows, etc. Have child identify numerals on calendars, clothes, clocks, watches, pages in books, etc.

14. Identify time only by hour. "o'clock" Identifies parts of clock, long and short hands, numerals. Should know long hand points to 12 and small hand tells hours.

15. Have child identify coins, penny, nickel, dime, quarter. Ask child to give you certain coin. Let child use coins in real life situations - bus fare, gum machines, and in making small purchases.













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